Table of Contents

Course Overview ........................................2
Learning Outcomes ......................................2
Course Readings ........................................3
Navigating this Course .................................3
Assignments + Grading ...............................4
Late Work ..................................................5
Exemplary Labor + Clemency Clause ............5
Plagiarism + Resources for Success ...........6
Netiquette + Technical Reqis .......................7-8
Course Schedule ........................................8-9

What Students Say

➢ “I learned that one of the most important things to consider is your audience. You must be able to tailor your writing to the group/person you expect to read it. This is the same as in my job, the way I communicate changes depending on who I am speaking with.”

➢ “The labor I have put into this course has helped me learn to write with various perspectives in mind.”

➢ “I learned to be a deep thinker in this class. As an academic college-level reader and writer, you cannot gloss over, you cannot rush. You have to be able to take your time and really investigate a topic.”

➢ “In Dr. Clevinger’s class, we help each other. Hearing other students’ perspectives and using them to shed light on topics has made me a stronger writer.”

➢ “I learned that writing is not just writing, it is a way to express your story, your experience to others.”

Instructor: Dr. Kara B. Clevinger
Office: 266 PLC (6-1514)
Office Hours (on campus or virtual): MW 1:30-3pm + by appt.
Email: kclev@uoregon.edu (allow 24 hours and except weekends)
Course Overview: Why am I here?

I know you’re here because WR 121 is a required course. I hope you’re here because you are curious about your college experience and enjoy lively intellectual discussions as you hone your deep reading and written communication skills. I also hope you’re interested in discovering more about your process for reading, writing, and inquiry. We’ll use narrative and reflective writing with the goal of making your labor and process visible.

WR 121 is a course on writing as a process of inquiry. This means that questions will guide our reading and writing practices as we strive for a deeper understanding of ourselves, the world, and our place within the world. More specifically, we will inquire into what it means to be a college student, generally and at the University of Oregon specifically. As a community of intellectuals, we’ll discuss a shared set of texts that present different views on being a college student. This work will lay the foundation for your own intellectual project this term: to define the role or work of a college student and apply it to addressing an issue relevant to you and your UO peers.

Critical thinking and cognitive patience, skills we gain with engaged reading and writing, are valuable skills on the job market and in life. They are skills that are becoming increasingly rare in the age of superficial internet reading and posting. I hope you’re willing—maybe excited—to develop cognitive patience and your critical reading and writing practice. By the end of the course, I hope you will feel more confident in your ability to handle a variety of writing situations.

Read me! Keep me handy! The following pages introduce you to our broad learning outcomes, the texts and required materials for the course, policies, our labor and production and how it will be assessed, as well as a schedule of readings and assignments to help us manage the workload.

### Learning Outcomes

What skills, experiences, and knowledge do I hope you will get out of this course? By the end of the term, my goals for your learning are that you will improve your proficiency and artistry to:

- describe and practice writing as a multi-faceted process of inquiry, learning, and expression;
- practice writing as a social process through compassionate and critical response to their peer’s work and revision of their own writing in response to peer and instructor feedback;
- practice ethical argumentation in discussion and writing through open and curious engagement with multiple perspectives;
- develop audience awareness and practice respectful treatment of audience;
- identify and critically apply style requirements for writing in an academic context.

***In our first week of class, we may add to this list of learning outcomes based on what you think is important in your writing education and would like to get out of the course.***
Our Course Readings

What will we be reading in this course? We will read and discuss texts on the theme of being a college student. I will post these readings on Canvas with the weekly modules. Your writing and your colleagues’ writing will also be primary texts for the course. The writing handbook we’ll use is They Say, I Say. I’ll refer to page numbers from the edition listed here, and this is the edition that is available through the UO Duckstore.

Can you purchase a different print or digital edition from a different seller? Yes! If you have an older edition of They Say, I Say, that’s fine. The chapters are pretty much the same.

Navigating this Course

This course is fully online. You will be able to complete all work remotely. I have an office and office hours on the University of Oregon campus in 266 PLC, to which you are welcome, but you will not be required to attend class on campus or submit hard copies of work.

Paced Modules: The course is organized in 10 modules, following the 10-week term. We’ll read texts related to writing and the theme of our course and complete a quiz, discussion board posts, and a writing assignment each week. Although some online courses can be completed in a flurry of activity at the very end of the term, this course asks for consistent and regular participation in different activities and assignments each week. You cannot wait until the end of the term to complete the work for the course. To succeed in the course, you will need to follow the weekly schedule of readings and assignments.

To help you manage your time, each week’s content unlocks on Sundays (at midnight), and only if you’ve completed the weekly quiz by then. E.g. if you’ve finished the quiz for Week 1 on time, then Week 2’s module will become available on Sunday, October 6 at midnight. The course follows that pattern each week.

Turn on Canvas Notifications + Check your UO Email! Remaining engaged also requires you to check your university email at least once a day. In an online course, that will still be my primary method of contact with you, and announcements made to the entire class will also notify in your university email’s inbox. Double check your Canvas notification settings, and make sure if you have your university email forwarded to a personal email client that all relevant emails from me and/or Canvas are making it to your inbox. “I didn’t receive that email” or “I didn’t see that announcement on Canvas” will never be an excuse for missed work in this class. Let me know if you have questions or concerns about communications and notifications for this class.

I care about your success! Since the essays will develop from our discussion board conversations and your weekly writing, and since assignments will include peer review of each other’s work, your success and the success of the course depend on your timely participation and submission of assignments.

Success in any online course requires keen time management and organization, as well as the ability to work both diligently and independently. If at any time you find yourself struggling to keep up with the readings and assignments, reach out to me as soon as possible. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. The quicker you make contact with me, the more helpful I can be.

• Gerald Graff and Cathy Birkenstein, They Say, I Say (9780393631678)
• All other readings will be available on Canvas
Assignments + Grading

The following is a brief overview of the work for the course. I provide more detailed guidelines with each assignment on Canvas.

**Quizzes** (10%) are how I keep the course paced. There will be a short quiz each week related to that week’s readings, topics, and assignment instructions. Quizzes will have multiple choice questions and/or short responses that help you identify key themes in the reading and organize the week’s written work. Quizzes should be completed each week by Wednesday at 11:59PM, and each week’s quiz must be completed in order to unlock the next week’s module and content. Quizzes completed after midnight on Wednesday will count as a LATE assignment, and after midnight on Sunday the quiz score will be a zero.

**Weekly Writing Assignments** (25%) will help you work through course concepts and readings, practice specific writing skills, and give you an opportunity to experiment with different writing styles in a lower-stakes way. Becoming comfortable and confident writers requires practice (putting in the hours and the effort) and play (a willingness to experiment with style and process), which are the purposes behind these assignments. WWAs will be due each week by Sunday at 11:59PM. Note: Weekly Writing Assignments and essays are submitted through Vericite.

**Essays** (40%) in this course are written in cycles. This means that they are submitted first in an early version (x.1), for which you will receive feedback from your colleagues and from me. You will revise and submit a second version (x.2). Essays will be due on Sundays by 11:59PM, and further instructions for content and requirements of formal essays will be provided later in the term. **Failure to submit any of the essays or drafts will result in an “F” for the course.**

**Discussion Board Posts** (25%) are the lifeblood of our course. Refer to the “Guidelines for Discussion” for instructions on primary and secondary posts and peeps. Primary posts are due each week by Friday at 11:59PM. Secondary posts and peeps are due by Sunday at 11:59PM.

How do I assess your work and contributions to the course and our community? Discussion board posts, weekly writing assignments, and essays have a list of core criteria. If your work meets the core criteria, then it will earn a “B.” Assignments that are not adequately meeting the criteria will earn a “B-.” Assignments that are missing any of the criteria will earn a “C” or below. Contact me if you are struggling to meet criteria, and want help improving your work.

**Discussion Board work.** To achieve our goal of lively, interesting discussions, I ask students to post a “primary post” each week. A primary post each week will earn students a “C” for the discussion board grade. A primary post each week and eight secondary posts across the course will earn students a “B” for the discussion board grade, provided posts meet core criteria. A primary and secondary post each week, plus 10 “peeps” across the course will earn an “A” for the discussion board grade, provided posts meet core criteria. Refer to the “Guidelines for Discussion.”
Peer review is an essential part of the writing and revising process. We benefit from reading other writers' work as well as having someone else read and give feedback on our writing. Peer review for the two major essay assignments will take the form of small-group discussion board conversations and written feedback that will be part of the discussion board and weekly writing assignment grades, respectively.

“How do I get an A?” So you want to strive for Jedi mastery, do you, my young padawan? Along with the core criteria for discussion board posts, weekly writing assignments, and essays, I list criteria for excellence. In some cases, this will include advanced labor tasks intended to show you how students achieve mastery. Attempting advanced labor tasks is not the same as meeting the criteria for excellence and does not guarantee an “A”! Contact me if you would like help achieving excellence.

Late Work
Submitting assignments on time helps you to manage your time and the workload. It helps your colleagues, who will benefit from your voice and perspective in the discussions. It helps me give you timely and useful feedback on your work. However, life happens. . . and sometimes technology happens, too. Please review the items below for how late work affects the final grade.

What is “Late” work? Late work is defined as any quiz, post, or assignment that is submitted after the due date/time BUT within 48 hours of that due date/time. To keep things fair and equitable for everyone, I do not accept work beyond 48 hours after the due date/time; it gets a zero.

Every student is allowed 2 late assignments without penalty. To earn an “A” in the course, you cannot have more than 1 late assignment. Late assignments are marked in blue on Canvas.

Exceeding the number of “Late” assignments allowable will lower your final grade by -3% (1/3 of a letter grade) for each quiz, assignment, or post. Example: A student with a B in the course who has 3 late assignments will earn a B-.

Students must submit all assigned work to earn a passing grade.

Exemplary Labor
If by the end of the course, you have no late assignments, posts, or quizzes, have posted 10 peeps on the discussion boards throughout the term, and have not exercised the clemency clause, then your course grade will increase by 1/3, e.g. from a B to a B+.

Clemency Clause
A student may request clemency for any reason that is related to rare and unusual circumstances out of their control, but only once in the term. The clemency plea is NOT an “opt out clause” for anyone who happens to not fulfill the course requirements in some way.

My job is to make sure that whatever agreement we come to will be fair to others in class. I will decide in consultation with the student whether clemency is warranted. The student must contact me as soon as possible, usually before they are unable to meet the course requirements, so that we can determine an equitable arrangement, one that will be fair to all in the class and still meet the university’s expectations for student engagement hours, conduct, and workload.
**Academic Honesty, Authorship, and Plagiarism**

**What is plagiarism?** It’s important to understand ‘authorship’ and ‘ownership of ideas and words’ in academic writing. This helps writers give the correct credit to other writers, thinkers, and sources for their words and ideas. When you use someone else’s or another source’s words or ideas without telling your reader where they come from, you are **PLAGIARIZING**. Common examples of plagiarism include incorrect citation of sources and copying and pasting parts of an assignment from the internet or other students. Copying from unauthored webpages is plagiarism. Getting too much help from someone editing your writing is also a form of academic dishonesty.

**Submit original work and cite the sources you consult!** All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for any other course without permission. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to our e-handbooks as well as the Library Citation and Plagiarism guide and the Student Conduct Code on the Office of the Dean of Students website.

**What are the consequences of plagiarizing?** In cases where academic misconduct has been clearly established, the award of up to an F for the final course grade is the standard practice of the Composition Program. Please see me BEFORE you submit your work if you have questions about your use of sources.

The student registered for the course must be the person taking the course.

**Academic Misconduct Procedures:** See https://composition.uoregon.edu/program-policies/

**Resources for Success**

I am here to help you succeed; don’t hesitate to e-mail or visit me! I will make every effort to respond to your e-mail within 24 hours. In addition, you have many resources on campus to help you with writing and studying.

- The **Writing Associates Program and Center for Teaching Writing** offer free, one-on-one tutoring appointments for students in Composition classes. Tutors are advanced English majors and graduate students who have been trained to tutor writing. They are available to help students with any aspect of their writing for this course, from brainstorming to crafting clearer and more effective arguments.

- The **Teaching and Learning Center’s Writing Lab** located on the fourth floor of the Knight Library provides drop-in sessions with a writing tutor for any subject.

- The **Center for Multicultural Academic Excellence (CMAE)** offers writing tutoring as well as open study sessions and advising. They also offer many other mentoring services for students from all backgrounds in the utilization of all resources available regarding financial aid, scholarships, internships, career development, professionalization, and ultimately academic success!

- **Student Support Services (SSS)** is also taking qualified students. They offer advising, tutoring, a study lounge with computers and free printing, as well as personal counseling.

- You can find additional sources of academic support on the **Undergraduate Studies webpage**.

- Writing handbooks: Purdue OWL, UNC Writing Center Tips + Tools, Writing for Success
Other Policies + Expectations

Can I make up work I have missed? I am happy to work with students on a case-by-case basis for using additional discussion board posts or an elective activity as make-up work while the course is in session. Beyond that, we would need to discuss using the Clemency Clause.

Incompletes: A request for the grade “Incomplete” must be placed in advance of the end of the term and approved by the Director of Composition. Such approval will be granted only in cases when some minor but essential aspect of the course cannot be completed by a student through unforeseen circumstances beyond their control.

Access: The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Composition Program Policies: https://composition.uoregon.edu/program-policies/

Netiquette

To create a safe, productive working environment, be mindful when you communicate with both your colleagues and professors. These guidelines for online behavior and interaction are known as netiquette.

- Respect the privacy of your classmates and what they share in class. It is prohibited to screenshot and repost posts or material from this course on social media.
- Do not make personal or insulting remarks.
- Ask classmates for clarification if you find a discussion posting offensive or difficult to understand.
- Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources. Stay focused on the text and topic.
- Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience.
- Be respectful of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
- Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.
- Remember that all college-level communication should be in complete sentences and proofread for clarity. Tip: Start in Word and use the spell and grammar check.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”.
- Be careful with personal information (both yours and other’s).
- When emailing your professors or peers, use a descriptive subject line and don’t forget to sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be aware that typing in all capital letters indicates shouting.
Technical Requirements + Knowledge

If you are taking a course online you will need to have Internet access and a basic knowledge of computer and Internet skills in order to be successful.

• Knowledge of terminology, such as browser, applications, upload, download, etc.
• Understanding of basic computer hardware and software; ability to perform computer operations, such as:
  ◦ Using keyboard and mouse
  ◦ Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
  ◦ Software installation, security and virus protection
  ◦ Using software applications, such as Word, PowerPoint, Excel, email clients
  ◦ Knowledge of copying and pasting, spell-checking, saving files in different formats
  ◦ Sending and downloading attachments
• Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
• Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
• Access to a webcam and microphone (usually built in to laptops and computers) to participate in conferences, chats, and for some assignments.

***Technology problems: Technology can be tricky, but you need to be organized enough to anticipate computer problems. The university has provided ample computer labs, so if your personal technology has failed, you need to find an alternative on campus or near your residence. Because everything will be turned in online, be sure to back up your hard drive regularly.

Need Canvas help? See the Student Technology Support page.

Course Schedule

Week 1

Introductions + Intentions
Discussion: Why write it?
Quiz due by Wednesday, October 2
Introduction Meeting on Thursday or Friday
Introduction Discussion due by Friday, October 4
Writing Assignment due by Sunday, October 6

Week 2

Sympathetic + Critical Reading
Discussion: Ralph Waldo Emerson’s “The American Scholar”
Quiz due by Wednesday, October 9
Primary Discussion Board Post due by Friday, October 11
Secondary Post, Peeps, and Writing Assignment due by Sunday, October 13
Week 3  Creative Reading + Questions of Definition + Interpretation
Discussion: Audre Lorde’s “Difference and Survival”
Quiz due by Wednesday, October 16
Primary Discussion Board Post due by Friday, October 18
Secondary Post, Peeps, and Essay 1.1 due by Sunday, October 20

Week 4  Revising
Discussion: They Say, I Say
Quiz due by Wednesday, October 23
Primary Discussion Board Post due by Friday, October 25
Secondary Post, Peeps, and Peer Review due by Sunday, October 27

Week 5  Refining + Reflecting
Discussion: Citing Sources + MLA Formatting
Quiz due by Wednesday, October 30
Primary Discussion Board Post due by Friday, November 1
Secondary Post, Peeps, and Essay 1.2 due by Sunday, November 3

Week 6  Academic Argument
Discussion: What is at issue?
Quiz due by Wednesday, November 6
Primary Discussion Board Post due by Friday, November 8
Secondary Post, Peeps, and Writing Assignment due by Sunday, November 10

Week 7  The Reasoned Thesis
Discussion: Responding to an issue
Quiz due by Wednesday, November 13
Primary Discussion Board Post due by Friday, November 15
Secondary Post, Peeps, and Writing Assignment due by Sunday, November 17

Week 8  Introductions, Conclusions, and Everything In Between
Discussion: Structuring and developing your response to an issue
Quiz due by Wednesday, November 20
Primary Discussion Board Post due by Friday, November 22
Secondary Post, Peeps, and Essay 2.1 due by Sunday, November 24

Week 9  Revising
Discussion: Considering different perspectives on an issue
Quiz and Peer Review due by Sunday, December 1

Week 10  Refining and Reflecting
Discussion: Making your voice heard on an issue
Primary Discussion Board Post due by Friday, December 6
Secondary Post, Peeps, and Optional Writing Assignment due by Sunday, December 8

Final  Essay 2.2 due by midnight on Monday, December 9
Hello! I am excited that you’ve signed up for WR 121 on college writing. I love sharing my passion for reading and writing with my students.

**What can you expect from me as a fellow reader and writer?**

I approach analyzing texts with a formal background in nineteenth-century American literature and feminist theory, over 15 years of experience teaching college writing, and a lifelong love of reading of writing. As a writer of fiction and essays, I also enjoy reading with an eye toward how texts are formally constructed and styled. Ultimately, I’m an idealist, and I believe reading and writing can transport and transform us, which is what I love exploring with my students.

**What can you expect from our readings?**

A diverse set of ideas and issues about being a college student! We’ll begin with some foundational theories of what it means to be a college student, broadly speaking. Then we’ll flash forward to your experiences and what college students deal with today. Hint: it’s not just taking classes!

**What can you expect from this course?**

A lot of reading and writing! Expect to develop cognitive patience and read deeply as you engage others’ writing and ideas. Good writers are good readers, so we spend time practicing and discussing critical reading skills. In your writing, we’ll focus more on developing good questions and strong thesis statements and less on grammar.

I use a holistic and criteria-based grading system that honors the labor of reading and writing. The core criteria for each assignment offers a straightforward path to success and earning a B. If your goal is to achieve mastery, then expect to develop more complex analysis and arguments.

**When contacting me. . .**

Kara, Dr. Clevinger, Professor Clevinger, or Your Royal Highness are all fine with me! Not "Mrs." "Ms." "Miss" or "Hey." My pronouns are she/her/hers.